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ABSTRACT

This curriculum unit, intended to be used with students in grades 2 and 3, focuses on the Mexican state of Michoacan. Lesson 1 first gives students an overview of Mexico. Lesson 2 provides an introduction to a Michoacan archeological dig, while lesson 3 focuses on the geography of Michoacan. Lesson 4 discusses Purepecha weaving. Lesson 5 presents the music and dance of Michoacan. Each lesson in the unit contains educational objectives, a time frame, materials needed, daily procedures, evaluation criteria and illustrations or slides to reinforce the text. (BT)

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ED 438 234

Michoacán: The Region and Its People

A Unit of Study for Grades 2 & 3

SO 031 434

Gretchen Barberena
Fulbright Seminar Abroad
Summer 1999

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Lesson 1: Overview of Mexico

Objectives:

- Students will develop an understanding of Mexico as a diverse country in terms of geography and ethnicity.
- Students will familiarize themselves with the names as well as location of some of the states in the Mexican republic.

Time frame: two to three 1-hour lessons

Materials:

- ✓ Slide projector
- ✓ Slides (See following pages for brief explanation of each slide.)
- ✓ Black line master map of Mexico with state boundaries and names
- ✓ Colored pencils
- ✓ Chart paper
- ✓ Markers

Procedure:

Day 1

1. Ask students to share what images come to mind when they think of the word "Mexico." Write down their ideas on chart paper.

2. Have students work in pairs to create a visual representation of their ideas of Mexico. This drawing can be a map drawn from memory, a scene they have in their mind, or several symbols that remind them of Mexico.

3. Have students share their drawings with the class.

Day 2

1. Review ideas from the previous lesson. Before presenting slide show, discuss with students the following questions:
   - ➢ What do you think you will see in these slides?
   - ➢ Do you think you will see people? How do you think they will look?
   - ➢ Do you think all the people will look the same? Why or why not?
   - ➢ How do you think the land will look?

2. Show slides 1-26 . Before showing slides of each state, have students locate it on their maps and color the particular state.

Day 3

1. Continue to show slides 27-55. Have students continue to color in their maps as the slide show progresses.

2. After slide show, conduct a discussion using the following questions:
   - How many states did I travel to in Mexico?
   - Which direction did I travel?
   - Were you surprised about anything you saw in the slides?
   - What did you learn?
   - If I were to ask you to draw another picture representing Mexico, would your drawing look the same? Why or why not?

3. Have students get into pairs again and use their knowledge of the slide show to help them draw a new picture that more accurately depicts Mexico in terms of land and its people.

Evaluation: Students will be evaluated based on the before and after drawing and the questions they ask during slide show.

Description of Slides

Chihuahua

1. Chihuahuan desert scene
2. Central plaza, city of Chihuahua
3. Mennonite family in front of their homestead
4. Basiachi Falls
5. Tarahumara town of Cusárare
6. Typical house in Cusárare
7. Elementary school in Cusárare
8. Tarahumara school children in class
9. Tarahumara boys playing marbles during recess
10. Tarahumara cave dwelling
11. Copper Canyon

Jalisco

12. Central Plaza, city of Guadalajara
13. Government Palace, city of Guadalajara
14. CETI secondary school, Guadalajara
15. Countryside/maguey fields in Jalisco
16. Harvesting of maguey plant
17. Planting shoots of maguey plant

Michoacán

18. Central plaza of Pátzcuaro
19. Sunday market in Pátzcuaro-fruit stand
20. Sunday market in Pátzcuaro -meat stand
21. Sunday market in Pátzcuaro -dairy stand
22. Sunday market in Pátzcuaro -clothes/shoes stand
23. Sunday market in Páztcuaro -household goods
24. View of Lake Pátzcuaro with Janitzio
25. Central plaza with cathedral in Morelia, Michoacán
26. Aqueduct in Morelia

Guanajuato

27. View of city of Guanajuato
28. City streets in Guanajuato
29. Church in Dolores, Hidalgo

Querétaro

30. Central plaza, city of Querétaro

Puebla

31. View of Popocatéptl from Cholula
32. Talavera de la Reyna studio
33. Talavera de la Reyna studio
34. Talavera de la Reyna studio

Oaxaca

35. View of Monte Albán
36. Glyph/stella at Monte Albán
37. Ball court at Monte Albán
38. Tehuana in traditional dress in front of Church of Santo Domingo-Oaxaca
39. Greco design on building at Mitla
40. Alebrije studio in Arrazola, Oaxaca
41.-46. Traditional regional dances from Oaxaca

VeraCruz

47. Voladores de Papantla
48. Pyramid of the Niches-El Tajín
49. Olmec head- Museum of Anthropology in Xalapa
50. El Señor de las Limas-Museum of Anthropology in Xalapa
51. Danzón in the Central Plaza of Veracruz

Mexico City

52. Teotihuacan-Temple of Quetzalcoatl
53. Teotihuacan-Avenue of the Dead
54. Mexico City's Cathedral
55. Zócalo with National Palace and Mexican flag

Lesson 2: Introduction to Michoacán Archeological Dig

Objectives:

- Students will make predictions about Michoacán and its people based on "artifacts" they study.
- Students will formulate at least one question they want to investigate or learn about the people/land of Michoacán.

Time frame: 1 hour lesson

Materials:

✓ One Think Sheet per student to write their predictions and questions
✓ One grocery bag per every group of 4 students (each bag should have at least 4 artifacts)

Examples:
- avocado
- Purépecha rebozo (shawl)
- Tape recorder/cassette of Purépecha music
- Guitar
- Volcanic rock
- Dried beans
- Pictures/posters depicting the Day of the Dead
- Wooden spoons
- Coffee beans
- Pottery from Tzintzuntzan
- Copperware
- Fish bones
- Coconut
- Sugar skulls

Procedure:

1. Explain to students that they will have the opportunity to become archaeologists for the day. Explain that in each bag they will find artifacts collected from a certain region in Mexico, a region that they saw in the previous lesson, but do not give them any further information. Their job is to study each item in their group's bag and make a few good

guesses about this region and its people. Some questions to activate their thinking are the following:

- What is an archaeologist? What does she/he do?
- What kinds of artifacts do you think an archaeologist would find?

2. Model this procedure with one object from a bag to show how groups will record their predictions. Ask the following questions to clarify how you want students to be thinking during this activity:
   - What is this artifact?
   - What do you already know about this artifact?
   - How do you think this artifact was used?
   - How do you think this artifact helped people in their daily lives?
   - Does this artifact give you any clues as to what the people and the place looks like?

3. Allow groups of students about 10-15 minutes to observe and discuss objects in a bag. Then allow them another 5 minutes to write down at least one prediction on their think sheet and any questions they may have.

4. Have groups rotate bags so each group has the opportunity to see a variety of objects. Repeat Step #3 as many times as you feel appropriate to optimize learning and student interest.

5. Allow students 10 minutes at the end of this activity to discuss their predictions and questions in their group. Also tell students that this is the time when they need to designate one person in their group as their spokesperson.

6. Have the spokespeople share their groups' predictions along with their reasoning with the entire class while you record their predictions on chart paper.

7. Repeat Step #6, but this time focus on the questions that each group had after observing the objects.

8. Collect papers and close the lesson by explaining to students that they will be learning more about this topic in the upcoming weeks.

Evaluation: Students will be evaluated via teacher observation and their ability to write pertinent, thought-provoking predictions and questions on their Think Sheet.

What kinds of food do they eat?	What does the land look like?	What special days do they celebrate?
What is important to these people?	What is the climate of this region?	Questions that I have about this region and its people.

Lesson 3: Geography of Michoacán

Objectives:

- Students will be able to locate Michoacán's location within the Mexican republic, using directionality words.
- Students will identify and label the following land forms on the map of Michoacán: mountains (Sierra Madre Occidental), lakes (Lake Pátzcuaro), forests, rivers
- Students will label the current capital of Michoacán as well as label the towns of Pátzcuaro and Uruapan.
- Students will understand the location and the uniqueness of several towns around Lake Pátzcuaro

Time frame: five 1-hour sessions

Materials:

- ✓ Photos of Michoacán (Pátzcuaro, Uruapan, Paricutín volcano)
- ✓ Life Around the Lake by Maricel E. Presilla and Gloria Soto
- ✓ Blackline master of Michoacán map
- ✓ Blackline master of Lake Pátzcuaro region
- ✓ Colored pencils
- ✓ Large map of Mexico with state boundaries and state names
- ✓ Modeling clay
- ✓ Various art supplies: toothpicks, sticky tape, construction paper, etc.
- ✓ Chart paper depicting a large map of the Lake Pátzcuaro region

Procedure:

Day 1

1. Have kids gather around the large map of Mexico and explain that you will play a short game of Ten Questions in which students have to ask questions using directionality words (north, south, east, west) to discover the location and name of the mystery region.
   Examples: Is it south of Guatemala?
   Is it west of Mexico City?
   Is it north of Zacatecas?
   Once students have eliminated the location and name of the state with their questions, they may guess.

- Tzintzuntzan
- Santa Cruz Ranch
- Puácuaro
- Jarácuaro
- Ojo del Agua
- Eronguaricuaro
- Agallera
- milpas
- mole
- tilapia
- charales
- rebozo
- Tarascan/Purépecha

3. Spend the next two class periods reading the book to the students. Periodically, stop to allow students time to locate the towns on their map and to make drawings/notes about each town.

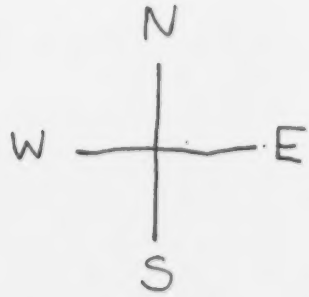
4. When finished reading, recap the book by conducting a discussion around a large map of this region drawn on chart paper. Allow students to come up to the map and locate the towns discussed in the book. As students locate these towns, have other students add details to the map that explain what the town in known for (i.e. crops grown, handicrafts, etc.). Next to each town, have students write a few things that they learned about each town.

Day 5

1. Arrange students in groups of four. Give each group a supply of Modeling clay, art supplies, water, etc. Each group is to create a clay map of the Lake Pátzcuaro region, including things they learned from the book Life Around the Lake.

Evaluation: Student learning will be measured by teacher observation of participation in class discussion. They will also be evaluated on their level of comprehensiveness on the both the paper and clay maps of the Lake Pátzcuaro region.

MICHOACÁN



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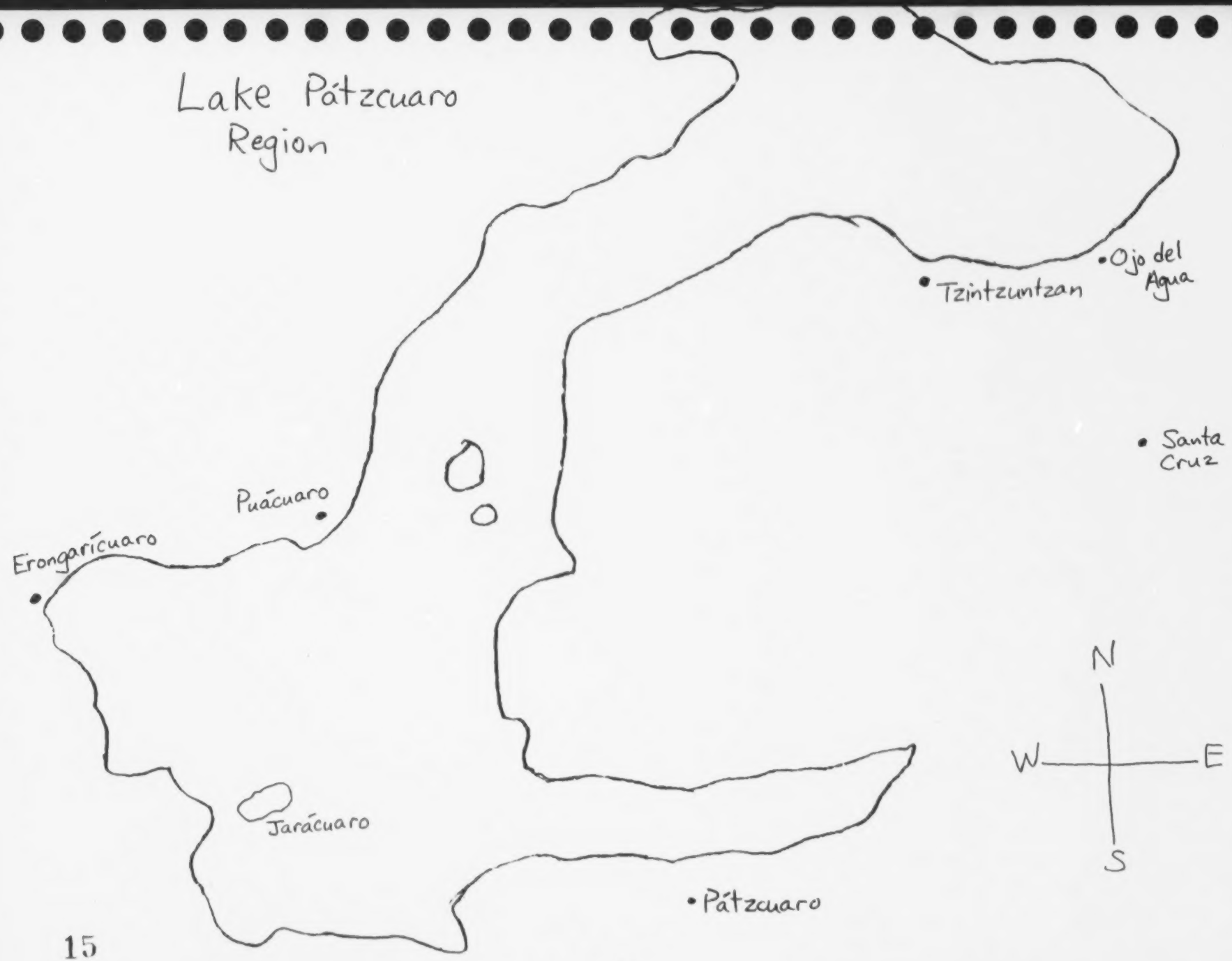
Lake Pátzcuaro
Region
Ojo del Agua
Tzintzuntzan
Santa Cruz
Puácuaro
Erongarícuaro
Jarácuaro
Pátzcuaro
N
W
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S

15

16

Lesson 4: Purépecha Weaving

Objectives:
- Students will be able to identify different sources of economy in the villages surrounding Lake Pátzcuaro.
- Students will imitate the process involved in weaving a traditional Purépecha rebozo.
- Students will gain an appreciation for the skill and artistry necessary for creating such textiles.

Time frame: two 1-hour periods as well as additional time to complete the weaving project

Materials:
- ✓ Blue, white, black rebozo woven by Purépecha women
- ✓ Blue, white, black yarn
- ✓ Mini-looms (See instructions for how to make)
- ✓ Drawing paper

Procedure:

Day 1

Show the students the rebozo and allow them to observe it. Ask students the following questions to get them thinking:
- ➢ How does the rebozo feel?
- ➢ Do you notice any patterns in this fabric?
- ➢ What do you think you could use this rebozo for?
- ➢ How do you think this rebozo was made?

1. Explain and show to students that the rebozo has many uses: a cover-up against the cold, to shade oneself from the hot sun, to transport materials, to carry babies and small children.

2. Explain to students that they will be using the same colors, patterns, and similar process to create a small pouch modeled after the typical Purépecha rebozo.

3. Allow students to re-create the pattern of colors that they see in the rebozo by giving them time to draw the pattern on paper.

Day 2

1. Review with students the color patterns they see in the rebozo.

2. Demonstrate on a mini-loom how to weave the threads in and out of the vertical strings of the loom, and how to tie the beginning piece of yarn and subsequent yarns to each other. Also demonstrate the necessity to constantly "pack down" what has been woven in order to have a finished product with a tight, sturdy weave.

3. Allow students the rest of the period to work on their mini weavings, circulating among students to help them.

4. At the end of this session, conduct a short discussion on their work thus far.
   - What do you like about weaving?
   - Was there anything that you found to be complicated? What could you do the next time you weave to make your job easier?
   - If you made this rebozo, how much would you sell it for? Why?
   - What do you think about the artistic ability of the Purépecha people?

5. After the discussion, have students spend the next 15-20 minutes writing Down their thoughts about this activity in their journals.

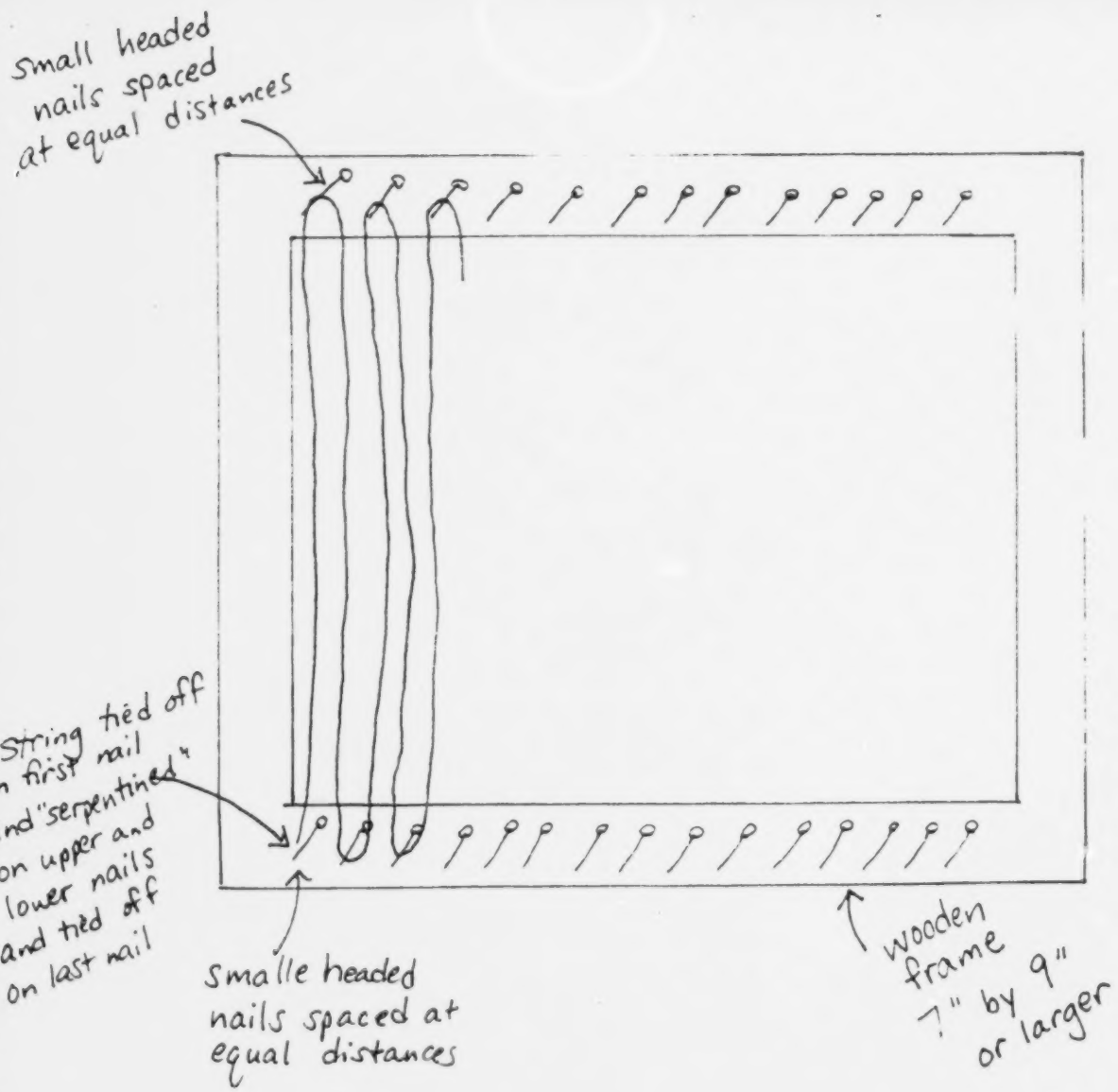
Evaluation: Students will be evaluated by teacher observation throughout the lesson. Students' attitudes and appreciation for this art form will also be evaluated via their journals.

***Note:**

This activity will need to be extended until each student has produced a small pouch that imitates the design pattern and colors of the traditional Purépecha rebozo. In order to complete this project, each student needs to make two 5" by 7" rectangular woven panels. Once taken off the looms, these two panels are sewn together with needle and thread, and students create a purse strap by braiding long pieces of yarn. The strap is then attached to the pouch.

My class is planning to sell the finished pouches during "El Mercado" a special evening our school conducts once every two years. The profits made from these pouches will be used to benefit a worthwhile cause that students choose. Two causes that tie in very well with the study of

Michoacán would be to donate the profits to an environmental group or organization that is dedicating its resources toward studying and reversing the contamination of Lake Pátzcuaro, or toward the Monarch butterfly reserve in Michoacán.


small headed nails spaced at equal distances
string tied off on first nail and "serpentined" on upper and lower nails and tied off on last nail
smalle headed nails spaced at equal distances
wooden frame 7" by 9" or larger

Directions for weaving on mini-loom

1. Tie one of end study cotton string to first bottom nail of loom.
2. Wrap cotton string around nails in serpentine fashion, alternating between top and bottom nails.
3. Make sure cotton string is sufficiently taught to keep the weave from losing its form.
4. Once tightness of strings is adjusted, tie off other end of string to the last remaining nail. Loom is now ready for weaving.
5. Tie first piece of yarn to the portion of string at the bottom left-hand portion of the loom.
6. Weave the yarn in and out of the strings. Once you reach the opposite end of the loom, continue weaving your way back to the start point.
7. Continue weaving process. Use a plastic hair pick to pack down the weave every so often. Tie yarns together when switching color of yarn and tuck the knot into the weaving.
8. Once finished, tie yarn to last string on loom. Cut strings off the loom to release finished product. TIE LOOSE STRINGS TOGETHER SO IT DOES NOT BECOME UNWOVEN!!!!

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Lesson 5: Music and Dance of Michoacán

Objectives:

- Students will listen to various songs of the Purépecha and identify instruments used in the music.
- Students will understand the history and background of "El Baile de los Viejitos."
- Students will learn and perform a choreographed dance to the music of "El Baile de los Viejitos."

Time frame: five to seven 1-hour time periods

Materials:

- ✓ Casette: Pirékuecha: Canciones en idioma Purépecha de Michoacán by Rocío Próspero Maldonado
- ✓ Tape recorder
- ✓ Video: Ballet Folklórico de México
- ✓ VCR and TV
- ✓ Wooden canes or sticks (1 per student)
- ✓ Plastic face masks of old men (1 per student)

Procedure:

Day 1

1. Play music Purépecha for the students. Play selections at least two times. Between the first and second time you have them listen to the music, conduct a discussion using the following questions:
   - ➢ What kinds of instruments do you hear in this music?
   - ➢ What do you notice about the rhythm of the music?
   - ➢ What kind of feelings does this music relay?
   - ➢ Even if you can't understand the words to this music, what do you think they are trying to say?

2. Expose students throughout the day and the rest of this unit to this music.

Day 2

1. The next day, play for the students the music to the dance "El Baile de los Viejitos." Conduct a discussion based on the following questions:

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- What kinds of instruments do you hear in this song? Does this music remind you of what we listened to yesterday? How?
- What is happening to the rhythm of the music as the song continues to play?
- If you were to see a dance to this music, what would be a difference in how the dancers move from the beginning to the end of the dance?

2. Explain to students that the Baile de los Viejitos was conceived as a way for the Purépecha people to make fun of their oppressors, the fairer-skinned Spaniards. The Purépecha noticed that the Spaniards aged much more rapidly than they themselves did, and thus the Baile de los Viejitos was created.

3. Allow students to watch the "Baile de los Viejitos" portion from the Balet Folklorico de Mexico video. After watching the video, ask the following questions:
   - What did you notice happening in the dance?
   - How do you think the dancers want us to feel when we watch the dance?
   - Did you feel a certain rhythm to the dance? How did the dancers keep the rhythm?

4. Play the cassette of the music and have students clap out the rhythm:
   1-2-3-4, 1-2-3-4, 1-2-3, 1-2-3, 1-2-3-4

5. Now play the video cassette again and have the students notice how the dancers show the music's rhythm in the dance.

Days 3,4,5,6

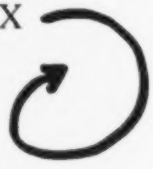
1. Teach "El Baile de los Viejitos" to the children. See detailed description on the following pages.

Evaluation: Students will be evaluated according to their participation in the dance and effort put forth.

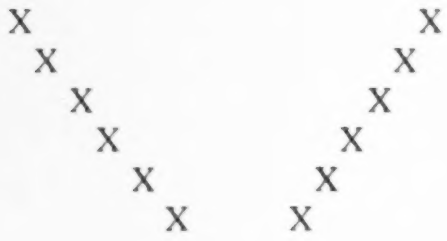
Choreography

The choreography depends on the amount of dancers that dance. This choreography is set for 12 dancers. These dancers are all portraying old men.

A. Entrance:

XXXXXX  XXXXXX

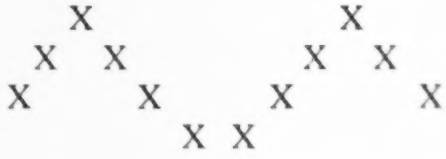
B. Step One



C. Acting Section

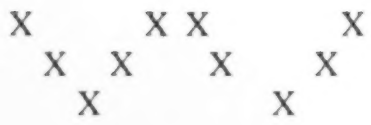
1. Dancers at the back of the "V" move up to form a straight line.

D. Step 2 and 3



E. Acting Section

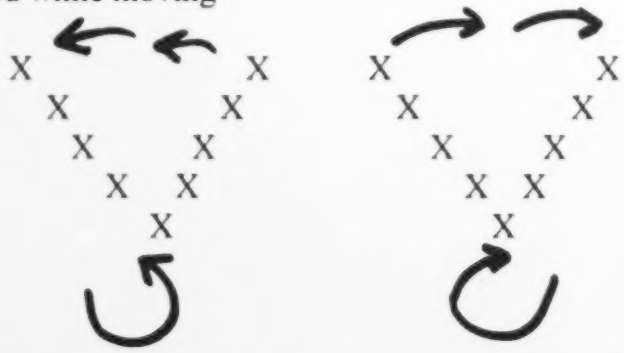
F. Step 4



Each half takes their turn. For Step 2, all dancers join in.

G. Exit Step

1. Performed while moving



2. While doing this step, dancers may move in two circles and return to the "W" position to end on stage together. They may also exit the stage but leave one or two dancers on the stage to do the "finale" jump.

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